



Mathematics Achievement Fund

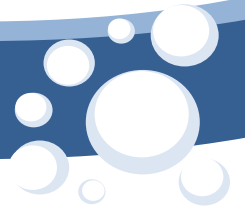
District Assurance

2015-2016





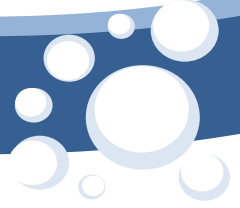
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Background



The Mathematics Achievement Fund (MAF) grant provides schools with funds for teacher training (otherwise not provided by the KCM), implementation of mathematics diagnostic assessment, and intervention services and program(s) that address the needs of students in the primary program who are struggling with mathematics. The diagnostic assessment, intervention services and program(s) should promote effective instructional practices in mathematics. Selected mathematics diagnostic assessment, intervention services and program(s) should be based on data specific to the needs of the identified students that the program(s) will serve.

As specified in [KRS 158.844](#), the mathematics diagnostic assessment, intervention services and program(s) selected must be:

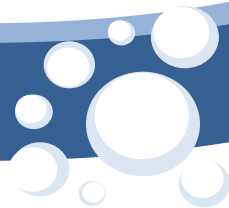
1. provided to a student by a certified teacher with training in mathematics diagnostic assessment and intervention services
2. based on reliable, replicable research; and
3. based on the ongoing assessment of individual student needs.

The mathematics diagnostic assessment, intervention services and program(s) selected by schools will determine the instructional method required for implementation (e.g., one on one, students grouped for the specific purpose of receiving appropriate intervention services).

The fiscal agent for the application for public schools must be a local school district.



Requirements



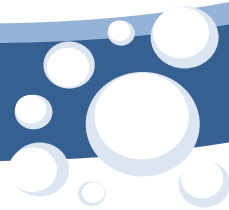
1. Schools must implement one of the following grant approved primary mathematics intervention programs:
 - a. Add+Vantage MR
 - b. Assessing Math Concepts by Kathy Richardson
 - c. Do the Math by Marilyn Burns
 - d. Math Recovery
 - e. SRA Number Worlds
2. Students that receive mathematics interventions must be in the primary program and identified as struggling with meeting grade level or benchmark expectations for mathematics.
3. Funds are to be used to provide interventions to students identified as struggling with meeting grade level or benchmark expectations for mathematics by certified teachers with at least 3 years of primary teaching experience.
4. Funds shall not be used to purchase a core, comprehensive mathematics program for the entire primary population. The school must already have in place a core curriculum. The mathematics intervention teacher should provide supplemental intervention services, so the identified student receives intervention services in addition to core instruction.
5. Highly trained, certified primary teachers, not classified staff or instructional assistants, must provide intensive interventions to students in the primary program. (Mathematics Intervention Teacher)
6. Funds shall be used to hire one full-time mathematics intervention teacher.
7. At least half of the mathematics intervention teacher's time will be spent delivering intensive, pull-out mathematics interventions to primary grade students. The remaining half time may be spent providing intensive, pull-out mathematics interventions to additional primary grade students or provide leadership to other teachers to indirectly serve other primary grade students. Some mathematics intervention teacher's time must be spent serving on the school's Kentucky System of Intervention (KSI)/Response to Intervention (RtI) team. Examples of other leadership activities might include co-teaching in a mathematics class, administering the universal and/or diagnostic assessments, analyzing data, collaborating with colleagues, encouraging family involvement, etc. The mathematics intervention teacher may have supervisory duties (e.g. bus duty, hall duty, etc.) equal to, but not greater than, the other teachers in the building. The mathematics intervention teacher may not serve as a substitute teacher.
8. The school must agree to maintain and report progress monitoring data bi-annually on participating students to the Kentucky Department of Education (KDE) and/or the Kentucky Center for Mathematics (KCM).

9. If needed to carry out the interventions effectively, the school and/or district will provide additional resources and funds. Funds may include cash contributions. Additional funds may come from appropriate federal, state and/or local sources.
10. The school district finance office must provide quarterly financial reports to the Kentucky Department of Education, school principal, and mathematics intervention teacher for the funded school.
11. The school must agree to participate in statewide evaluations of the interventions at the request of the Kentucky Department of Education (KDE) and/or the Kentucky Center for Mathematics (KCM).
12. The school must agree for the mathematics intervention teacher to participate in professional learning events sponsored or supported by the Kentucky Department of Education or Kentucky Center for Mathematics. The school must agree to pay for the Mathematics Intervention Teacher to attend at least one state mathematics conference.
13. In order to have a standard measure of progress, the school must use a universal screener, conduct progress monitoring, and provide outcome measures required by the KDE and/or KCM at least twice per year.

Program-related questions should be directed to Pamela Pickens at: pamela.pickens@education.ky.gov



Role of the MIT



The Mathematics Intervention Teacher must be certified, with a minimum of 3 years of primary teaching experience. *The following will NOT meet the criteria for Mathematics Intervention Teacher: classified staff, instructional assistants, emergency certified teachers or teachers in the Kentucky Teacher Internship Program (KTIP).*

The MIT intervention teacher must:

- ❑ Read the MAF grant requirements, their school's grant proposal, and the MIT handbook.
- ❑ Attend or view the KDE/KCM Mathematics Achievement Fund Orientation Meeting online.
- ❑ Attend an in-person meeting with the school principal and district math coordinator.
- ❑ Collaborate with their principal regarding decisions for spending the MAF grant money.
- ❑ Identify student intervention plans in Infinite Campus using the intervention tab.
- ❑ Prepare mid-year and end-of-year reports for the KDE, including a list of MAF expenses and an inventory of the school's MAF grant program property.
- ❑ Complete teacher assessments/surveys as directed by the KDE and/or the KCM.
- ❑ Attend and fully participate in all required MIT trainings/meetings/visits as specified by the KDE and/or the KCM.
- ❑ Collaborate with administrators in the student identification process, carefully documenting student numeracy progress and needs.
- ❑ Serve as a leader and collaborate with regular classroom teachers to improve the mathematics instruction in primary grade classrooms, as stipulated in the school's MAF proposal.
- ❑ Communicate with the KCM Regional Coordinator and/or KDE regarding any problems, needs for support, or legitimate reasons for meeting absences.



Role of the MIT's Principal



The building principal must:

- ❑ Provide support for the MIT, including:
 - access to students in the primary program and identified as struggling with meeting grade level or benchmark expectations for mathematics
 - access to appropriate and required materials
 - availability to meet with the MIT and/or Regional Coordinator **at least quarterly**
 - classroom space
 - MIT leadership as stipulated in the school's MAF proposal
 - time for administering assessments
 - acceptance of daily lesson plans based on formative assessment and/or previous lessons
 - adequate time for lessons, video review (Math Recovery), and planning
 - appropriate group sizes for grant approved primary mathematics intervention program
 - release time for training, conferences, meetings as specified by the KDE and the KCM
 - funding for stipends and travel reimbursement for required trainings and activities
 - professional development resources, such as books and journal subscriptions
 - collaborative online meeting time with other MITs
 - time for visiting/collaborating with the regular math classes
 - time for promoting family involvement and planning for family activities
 - schedule at least one hour per month for the MIT to meet with other teachers and administrators regarding the progress and needs of the students receiving supplemental intervention from the MIT
- ❑ Attend and fully participate in a KCM/KDE sponsored in-person meeting with the MIT and district math coordinator
- ❑ Collaborate with the MIT in the identification of students struggling with meeting grade level or benchmark expectations for mathematics
- ❑ Consult with the MIT to carefully review diagnostic evidence of student progress to determine need for making decisions about student placement and exit from supplemental mathematics intervention provided by the MIT
- ❑ Restrict the MIT assignment to primary grades mathematics teaching (no substitute teaching), at least half of which must be direct service for students identified as struggling with meeting grade level or benchmark expectations for mathematics
- ❑ Collaborate with the MIT in decisions regarding appropriate expenditures of the Mathematics Achievement Funds
- ❑ Collaborate with the MIT in preparing the mid-year reports and the end-of-year reports for the KDE and the KCM
- ❑ (Financial Office) Submit quarterly budget reports and the next year's annual budget to KDE; work with the MIT to prepare the annual budget request and inventory checklist to submit to the KDE.



Assessments and Reporting

The MIT must:

- ❑ Ensure that a universal screening assessment is administered to all primary students; and,
- ❑ Choose a testing plan and submit to the KCM for program evaluation. Options include: school wide data twice a year or Terra Nova upon entering and exiting interventions. Contact Jennifer Martinez ljambj1@nku.edu if you have questions about the testing options.

MAF funded schools shall include at least the following:

- ❑ The school must agree to maintain and report progress-monitoring data on participating students to the Kentucky Department of Education (KDE) and the Kentucky Center for Mathematics (KCM).
- ❑ In an effort to increase collaboration, the KDE will periodically conduct short surveys to collect program information. MITs will submit requested information within a timely manner.
- ❑ The school must agree to designate a staff person to coordinate data collection and reporting. Funds cannot be used to hire an additional person above the elementary certified teacher highly trained in mathematics diagnostic assessment and intervention services solely for these duties.
- ❑ The school district must agree to provide quarterly financial reports for each funded school.
- ❑ The school must agree to participate in statewide evaluations of the program at the request of the KDE and/or the KCM
- ❑ In order to have a standard measure of progress, the school must use the common diagnostic assessments, progress monitoring, and outcome measures required by the KCM at least twice per year. Costs associated with ordering materials and scoring for the common assessments will be funded by the KCM and need not be part of the grant fund request. The common assessments currently accepted by the KCM are MAP, Discovery Education, STAR or Terra Nova; although schools may opt to send their existing universal screening scores for all K-5 students rather than give another test.
- ❑ An annual evaluation report must be submitted and shall include:
 - student data
 - longitudinal student performance data and comparative progress data (e.g., those receiving intervention vs. those not receiving services)
 - pre/post tests
 - a teacher-monitoring mechanism to ensure program implementation
 - charting of all tiers of the school-wide RTI program
 - the MIT's role and participation in the school's RTI committee
 - monthly one-hour meetings held in which MIT met with other educators to discuss progress and need of the students they serve
- ❑ Annual data must be provided on:
 - teacher training
 - number of students identified in need of mathematics intervention services
 - number of students actually served
 - number of hours students receive intervention
 - evaluation of student progress data
 - description of professional development for the MIT
 - family involvement



Funding Requirements

Travel expenses incurred by the MIT required by the Math Achievement Fund will be reimbursed by the individual school

The School Budget Summary Form must be submitted to the KDE.

Funds may be used to:

- ❑ support training of the MIT for mathematics intervention services and programs
- ❑ implement research-based mathematics intervention services and programs designed to improve the mathematics achievement of targeted primary students by the MIT
- ❑ provide salary for an elementary certified teacher, highly trained in mathematics intervention services for primary students, to support implementation of the intervention services and programs (Classified staff and/or instructional assistants cannot be hired or supported by grant funds)
- ❑ provide quality professional development on research-based mathematics intervention instructional strategies that improve the mathematics achievement of targeted primary students
- ❑ allow expenses to:
 - cover registration fees and travel for the MIT to attend state and national conferences specific to mathematics intervention services for primary students
 - provide release time, substitutes or stipends for the mathematics intervention teacher to participate in job-embedded professional development including study groups and/or self or peer reflection on teaching practices related to mathematics as determined by the KDE and/or the KCM
 - purchase materials required for professional development of the MIT
 - contract with a professional development provider of mathematics intervention services
 - train the mathematics intervention teacher in aligning family involvement activities to support the mathematics intervention program(s)
 - purchase instructional materials required as a part of the research-based mathematics intervention program(s)
 - purchase technology equipment, not to exceed \$2,500 per year. This purchase applies to any equipment that has a battery or power source. All technology equipment, including computers, must be housed in the mathematics intervention area with priority for usage given to students served by the mathematics intervention teacher.
 - purchase software for a computer which is integral to the mathematics program(s)



MAF Budget Summary Form

Instructions: Use this form to provide a detailed, itemized explanation of expenditures for each MUNIS Object Code. Not all MUNIS codes listed need to be used. However, the school may not use Mathematics Achievement Fund grant monies for any MUNIS code that is not listed. Successful approval of budget is pending further review by the Kentucky Department of Education.

School:			
District:			
MUNIS Code	Description	Amount	Explanation of Expenditures
110	Certified Permanent Salary		
111	Extended Day Salary for Certified Staff		
113	Stipends for Certified Staff		
120	Certified Substitutes		
211	Life Insurance ¹		
214	Dental Insurance ¹		
219	Other Group Insurance ¹		
221	Employer FICA Contribution		
222	Medicare Employer Contribution		
231	Kentucky Teacher Retirement		
251	State Unemployment Insurance		
253	KSBA Unemployment		
260	Workers Compensation		
298	Other Employee Paid Benefits		
322	Educational Consultant (non-LEA)		
338	Registration Fees		
581	Travel – In-District		

582	Travel- Out-of-District		
584	Travel – Out-of-State		
610	General Supplies (consumables)		
641	Library Books		
642	Periodicals and Newspapers		
643	Supplemental Books, Study Guides & Curriculum		
644	Textbooks and Other Instructional Materials - Data required for state reporting		
645	Audiovisual Materials		
646	Tests ²		
647	Reference Materials		
650	Supplies – Technology Related		
734	Technology Related Hardware ³		
735	Supplies – Technology Related		
810	Dues and Fees		
892	Parent Involvement Meetings ⁴		
Total			

¹*These expenses may be paid from MAF grant funds, if they are paid for other teachers within the district.*

²*Schools may spend MAF grant funds for pre-screening all primary students.*

³*Schools may purchase technology equipment, not to exceed \$2,500 per year. This applies to any equipment that has a battery or power source. All technology equipment, including computers, must be housed in the mathematics intervention area with priority for usage given to students served by the mathematics intervention teacher.*

⁴*No MAF food purchases are allowed for any reason.*



MAF Assurance Statement

Mathematics Achievement Fund 2015-2016

(Please Print in Blue or Black Ink)

School Name:	
District:	
School Address:	
Phone:	
Principal:	
Email:	
Intervention Teacher:	
Email:	
Approved Program:	

I have read the District Assurance document. I ensure that all of the grant requirements will be met and the original grant approved program will be implemented by a highly qualified teacher with at least three years of primary teaching experience.

Superintendent's Signature

Date

Principal's Signature

Date

Any district that chooses to receive MAF funding in FY16 will need to submit their budget for FY16 and the signed District Assurance to the KDE at the address listed below by August 1, 2015. Any violation of the mentioned criteria could result in partial/complete loss of funding for the Mathematics Achievement Fund.

Pamela Pickens
Kentucky Department of Education
500 Mero Street, 18th Floor
Frankfort, KY 40601